

ENG 688: WRITING PROGRAM ADMINISTRATION

Spring 2018

TR 12:30-1:45

RB 286

Instructor

Dr. Jennifer Grouling

jgrouling@bsu.edu

RB 295B

Office Hours: T 2:00-3:00 and by appointment

Course Description

What goes into running a writing program? This course is designed for students who wish to become writing program administrators (either directors or assistant directors) or who wish to broaden their knowledge of writing programs to inform their teaching.

Students will gain an overview of historical, theoretical, and practical issues related to writing program administration. We will address issues such as curriculum development, management, faculty development, and assessment. We will also practice research methods for administrative work. In addition, we will examine the way that institutional context impacts WPA work to prepare you for a variety of institutional settings.

Projects will combine traditional academic research with practical application and action research.

Why this Course is Important

This course introduces you to a vibrant subfield of rhetoric and composition and offers you practical skills for the job market. It will help prepare you for a career in academic administration, whether that takes the form of a tenure-line writing program administrator, a non-tenured associate director, or a graduate assistant. It will also help you understand the behind the scenes of a writing program, which is important for all writing teachers. Finally, you will learn important skills for other alternative academic and management careers.

Expectations

This course is all about being a professional, so I expect that you will be a professional in the classroom by respecting the different opinions of your classmates and instructor. I expect you to work together and collaborate as professionals. I expect you to do all of the readings and complete all the assignments in a timely manner.

More than that, your contributions here have the potential to affect the future of the writing program. I expect you to fully engage with your work and help as part of a team that cares about writing instruction at Ball State.

Expect that I will help guide you to the resources you need to complete your projects. If you need more information or feedback, let me know! Expect that I will value your opinions and seriously consider them as the WPA.

Expect that things may change a bit as we go. This is the first time I'm teaching this course, and it's your first time taking it! We'll adjust as needed. That's an important skill for a WPA!

Goals

By the end of this class, you will:

- Be familiar with key topics and readings in Writing Program Administration
- Have an understanding of how institutional context may shape a writing program
- Have developed your own administrative philosophy
- Be prepared to address key questions about curriculum, assessment, placement, retention, labor, and activism either on a future comprehensive exam or in a job interview.
- Develop your collaboration and leadership skills
- Learn to conduct action research, including peer institution research
- Be able to write and present a proposal to address an issue in a writing program.

Requirements

Required Books

The Activist WPA by Linda Adler-Kassner. ISBN: 978-0-87421-699-8

Reframing Writing Assessment. by Linda Adler-Kassner & Peggy O'Neill. ISBN: 978-0-87421-798-8

A Rhetoric for Writing Program Administrators. Second Edition. Ed. Rita Malenczyk. ISBN: 978-1-60235-846-1

Retention and Resistance: Writing Instruction and Students Who Leave. By Pegeen Reichert Powell. ISBN: 978-0-87421-930-2

GenAdmin: Theorizing WPA Identities in the Twenty-First Century. By Colin Charlton et. al. ISBN: 978-1-60235-236-0

On Canvas

All other readings are on Canvas. Readings are listed under Modules, under each day with links. All pdfs not on other websites may be also be found under "Files."

Assignments/Grading

All assignments and grading criteria are available in full on Canvas under the Assignments tab.

Major Assignments (70% of total grade)

Program Profile (20% of total)

You will pick a writing program not at Ball State to research and will write a profile of the program, which you will present to the class. You will interview the director as a part of this project.

Action Research Project & Proposal

You will choose a topic related to the course and research it using a combination of secondary sources, peer institution research, and interviews or surveys of the Ball State writing program. Your project will involve both a literature review and a proposal for BSU.

Part One: Literature Review and Peer Institution Research Report due with a 1-page handout for a presentation to WP staff. **(20% of total grade)**

Part Two: Revision of project with additional BSU research based on feedback from the WP staff **(20% of total grade)**

Administrative Statement (10% of total)

This statement is your administrative philosophy and may be a document you need for the job market.

Labor (30% of total grade)

As negotiated in class on 1/11, this grade will be split into three parts. Each part is worth 10% of your grade.

Reading Discussion Questions: You will be assigned either Tuesdays or Thursdays to write discussion questions. You will bring 2 questions to class on notecards (with your name). They should cover two different readings. (If there are no required readings, do not bring questions).

Grading: You can miss once and receive an A. Every week after that will lower your grade by one third (from A to A- for two misses, etc)

Blogs: You will be required to have a blog that is accessible by the class. You may use a username if you wish your blog to be confidential. When you post a new blog, you will put a link and a 1-2 sentence preview in the Discussion forum labeled "Blogs." Blogs should be *extensions* of classroom discussion (adding to an idea, discussing a reading we didn't get to, adding a personal reflection/experience, etc.). You should post them within a week of a discussion so that we can remember it. You are also required to respond to blogs within a week of them being posted. Responses that are insubstantial (such as: "I agree" without a "why" do not count). Please leave your blog open to comments.

Grading:

A+: 8 blog posts, 14-16 responses to other blogs

A: 8 blog posts, 11-13 responses to other blogs

A-: 7 blog posts, 14-16 responses to other blogs

B+: 7 blog posts, 11-13 responses to other blogs

B: 6 blog posts, 14-16 responses to other blogs

B-: 6 blog posts, 11-13 responses to other blogs

C or lower: Below 6 blog posts OR below 11 comments

In order to spread out the blogs throughout the semester, 2-3 should be completed by 2/15. An additional 2-3 should be completed between 2/16-3/22, and a final 2-3 between 3/23-4/26.

Professional Development: The goal here is to be involved with the WPA community beyond this course. This might look like: conference attendance, listservs, other engagement with professional organizations, attendance at university workshops, etc. You will propose how you will be engaged in this area and how you will share that engagement with the class.

Grades

All major assignments will be assigned a letter grade and given the highest percentile within that grade. For example, a B+ would receive an 89%, while a B would receive an 86%.

Because I have essentially already rounded grades by giving the highest possible for each letter, I do not round final grades. I will happily discuss grades with you at any point in the course. As both a teacher and a student, you may also want to familiarize yourself with the [Grade Appeal Process](#) at Ball State.

Rights and Responsibilities

I invite you to become familiar with the Ball State [Code of Student Rights and Responsibilities](#) document in its entirety. Below, I outline some specific policies as they relate to our classroom.

Beneficence Pledge

As a part of the Ball State Community, we all agree to respect our students, our classmates, our teachers, and our community, both inside the classroom and outside (including on social media). If I feel that your actions are not in keeping with these community standards, I will meet to discuss them with you and may refer you to the Dean of Students for [Disruption of an Academic Setting](#). If you ever believe my actions are not in keeping with these standards or feel discriminated against by a classmate or student, I invite you to discuss this with me as well. [Bias Incident Response service](#) can also be used to report such instances.

Attendance/Tardiness

I invite you to collaborate with and learn from your classmates by attending every class period and arriving on time. I recognize, however, that there may be times when this is not possible due to emergency circumstances. Please feel free to contact me within 24 hours of such situations so that we can work together to ensure that you earn **participation credit** when these situations arise. Should you need leave for bereavement or a medical condition, please consult the university [Student Leave](#) policy.

Late Work

As we will often discuss our work in class, preparation involves submitting your assignments on Canvas before each class period begins (unless otherwise specified). This also allows me to provide you with timely feedback on your work. Should an emergency arise, please feel free to contact me within 24 hours so that we can work together to make alternate arrangements. So that I can manage my time and provide high-quality feedback for all my classes, I will not be able to offer feedback on or credit for assignments submitted after the due date.

Plagiarism/Academic Misconduct

As members of a team, we will all get ideas from one another. I promise not to use your ideas without your permission or without giving you credit. I expect that you will do the same for your classmates, the authors of our readings, and anyone else whose work you use. If you are concerned about how and when to credit others, please see me for assistance.

Also, please familiarize yourself with the [Student Academic Ethics Policy](#).

Photos/Videos/Social Media

I love to share the positive things my students are doing, including on social media using the #bsuenglish hashtag. If you are uncomfortable with a picture or video of your likeness being taken or shared, please let me know so that I can respect that. Also, please respect each other by asking first!

Resources

We all need help sometimes, even graduate students and professors. Here is some information on campus resources.

Disability Services

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to discuss these issues with me as soon as possible. [Ball State's Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Writing Center

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. Visit them for help brainstorming, drafting, or polishing your work. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. In addition to helping with papers, the writing center can help you will finding and documenting sources, getting started with brainstorming, and even visual design.





It is located in Robert Bell 295. They have both online and face-to-face appointments. To make an appointment go to ballstate.mywconline.com. The Digital Writing Studio can also help with projects that involve technology. It is located in RB116 and open from 11am-1 pm.

Counseling Center






Every year, hundreds of students, faculty, and staff members use the services of the [Counseling Center](#). This comprehensive services office provides free and confidential psychological and career resources to students. The primary mission of the agency is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at **(765) 285-1736** or stop in **Lucina Hall, Room 320**. We're going to be dealing with some hard emotional material and the counseling center can fill up fast, please plan











ahead and take care of your mental health needs. Get depressed in the winter? Lucina Hall also has rooms with happy lights!







Schedule


























Date	Readings	Topic
1/9		Intro to Course, WPA: Praxis & Allies
1/11	<p>In <i>A Rhetoric for Writing Program Administrators</i>: What are Students? (p.11) What is Basic Writing? (p. 35) What is First-Year Composition? (p. 50) What is ESL? (p. 78) What is a Writing Program History? (p. 287)</p> <p>Gunner: "Ideology, Theory, and the Genre of Writing Programs"</p>	What is a Writing Program?
1/16	<p>Rhetoric: What Are Writing Across the Curriculum and Writing in the Disciplines? (p. 115) What is the Writing Center? (p. 271) What is the National Writing Project? (p. 327) What is an Independent Writing Department/Program? (p. 410), What is an English Department? (p. 425)</p> <p>Condon & Rutz: "A Taxonomy of Writing Across the Curriculum Programs"  </p> <p>Everett & Hanganu-Bresch "A Schema of Independent Writing Programs"  </p>	Types of Writing Programs
1/18	<p>Rhetoric: What is Institutional Mission? (p. 142)</p> <p>From the Longman Reader: The Writing</p>	Institutional Context








	<p>Program (Administrator) in Context  </p> <p>Transnational Writing Programs_</p> <p>Hebb "WPAs in Small Colleges"  </p> <p>Lamos "Minority Serving Institutions"  </p> <p>Taylor "WPA at Two-Year Colleges"  </p>	
1/23	<p>"The Source of our Ethos" Program Profile on Comp Forum</p> <p>Choose one profile from Writing Programs Worldwide</p> <p>Excerpt from Local Histories</p> <p>Excerpts from Book (coming soon!)</p>	<p>Program Profiles</p> <p>Guest Speaker</p>
1/25	<p>Distinctions and Definitions from McCloud Writing Program Administration.  </p> <p>Rhetoric: What is <i>The Intellectual Work of Writing Program Administration</i>?</p> <p>Heckathorn "WPA Professionalization"  </p> <p>Lamont Craig & Perryman-Clark: "WPA Identity, Race & Gender"  </p> <p>Ianetta et. al "Are Writing Center Directors WPAs?"  </p>	<p>Who/What is a WPA?</p>

1/30	<p>Longman: Management Styles</p> <p>Theorist: Leadership Theories</p> <p>Feminism Book: Three Models of Mentorship</p> <p>Kazan & Gabor "Magic, Agency, & Power: Mapping Embodied Leadership Roles"  </p>	Management Styles & Leadership
2/1	Program Profiles Due	Present
2/6	<p>Rhetoric: What is WPA Research?</p> <p>Grutsch McKinney "Action Research"  </p> <p>From WPA as Researcher: Ferganchick-Neufang "Feminist Methods and WPA Inquiry," </p> <p></p> <p>Anson & Brown "The Role of Research in Writing Programs"  </p> <p>RAD research in Writing Centers  </p>	WPA as Researcher
2/8	<p>Read assignment sheet and consider what topic you might want to do.</p> <p>Rhetoric: What is Placement? What is Transfer Articulation What is Assessment? What is Retention? What is Faculty Development? What is TA Education?</p>	Intro to Units, Choosing of Projects
2/13	<p>Rhetoric: What are Educational Standards?</p> <p>From WPA Website: Frameworks for Success & WPA Outcomes</p> <p>Excerpts from Outcomes books</p>	Outcomes & Standards

	Carter "Outcomes Based Assessment & WID" 	
2/15	<p> Smit. "Curriculum Design for First-Year Writing Programs." </p> <p> Rounsaville, Goldberg, & Bawarshi. "From Incomes to Outcomes" </p> <p> Preto-Bay & Hansen. "Preparing for the Tipping Point" </p> <p> Anderson et. al. "Integrating Multimodality" </p> <p><i>Blog Check-In: You should have completed 2-3 blogs by this date.</i></p>	First-Year Curriculum
2/20	<p>Rhetoric: What is Transfer?</p> <p> Metzer "Connected Curriculum" </p> <p> Nelms & Dively "Roadblocks" </p> <p>Rhoades & Carroll "Supporting a Vertical Writing Model"</p>	Vertical Curriculum/Transfer
2/22	<p>(from Longman) Huot & Schendel. "A Working Methodology of Assessment for Writing Program Administrators."</p> <p> NCTE-WPA White Paper on Assessment (Links to an external site.) Links to an external site.</p> <p> Yancey "Historicizing Writing Assessment" </p> <p> Gallagher "What Do WPAs Need to Know About Writing Assessment?" </p> <p> Moore, O'Neill & Huot "Creating a Culture of Assessment" </p>	Assessment Intro

2/27	Adler-Kassner & O'Neill	Assessment
3/1	Adler-Kassner & O'Neill Everyone will pick on Assessment Model to read and share (Links to an external site.) Links to an external site.	Assessment
SPRING BREAK		
3/13	Rhetoric: What is Pre-College Credit? CCCCs statement on Dual Credit (Links to an external site.) Links to an external site. Excerpt from Book "The Composition Marketplace: Shopping for Credit versus Learning to Write"   Hanson et. al "How Dual Credit Students Perform"   Gere et. al "Transfer Student Writers"  	Course Credit
3/15-- CCCCs		Professional Development Day, Instructor at CCCCs

3/20	<p>Elliot et. al "Placement in FYC"  </p> <p>TYCA White Paper on Placement Reform  </p> <p>Issacs & Keohane "Placement that Supports Teaching & Learning"  </p> <p>Estrem, Shepherd, & Duman. "Collaborating to Change the Placement Conversation"  </p>	Placement
3/22	<p><i>Retention and Resistance: Writing Instruction and Students Who Leave</i></p> <p><i>Blog Check-In: You should have completed 4-6 blogs by this date</i></p>	Retention
3/27	<p>Rhetoric: What is a Writing Instructor?</p> <p>Ch. 4 from <i>Contingency, Exploitation & Solidarity</i> "Real Faculty but Not"  </p> <p>McCamey "Resisting Binaries"  </p> <p>Cucciarre "Happily and Shamefully NTT"  </p> <p>Penrose "Professional Identity"  </p>	Contract & Contingent Labor
3/29	<p>Davies "Not Just Teachers"  </p> <p>Fels "The Risk of Contingent WC Directorships"  </p> <p></p> <p>Latterell "Defining Roles for GWPAs"  </p> <p>Phillips, Shovlin & Titus "The Liminal WPA"  </p>	Contingent Labor and Admin Work

4/3	<p>Excerpt from Dobrin</p> <p>Estrem & Reid " What New Teachers Talk About" </p> <p>Obermark, Brewer & Halasek "Moving From One & Done" </p> <p>Reid et. al "Pedagogy Education and GTAs"</p> <p>Rodrigue "TAs in the Disciplines" (Links to an external site.)Links to an external site.</p>	TA Prep
4/5	<p>Rutz et al. "Faculty Professional Development and Student Learning" </p> <p>Artze-Vega et. al "Privileging Pedagogy" </p> <p>Babb & Wooten "The Role of Contingent Labor in Curriculum Development" </p> <p>Willett et al. "Measures Matter" </p>	Faculty Development
4/10	Action Research Project Due, Part One	Presentations
4/12	<p>Rhetoric: What is Community Literacy?</p> <p>House "Community Engagement in Writing Program Design" </p> <p>Excerpt from <i>Going Public</i></p> <p>Begin <i>WPA As Activist</i></p>	Writing Programs and Community Activism
4/17	<i>WPA As Activist</i>	WPA & Activism
4/19	GenAdmin	Identity GenAdmin

4/24	GenAdmin (no discussion questions due today)	Identity GenAdmin
4/26	Admin Statement Due All blog posts should be completed by this date (although comments may be completed by 5/3).	Return to WPA board game
5/1: 12:00- 2:00	Revised Proposal/Action Research Project Due	